

land clearing, road building, ditching, landscaping, digging of wall and pillar foundations, procuring of building stone, carpentry, masonry, and, at a later stage, wiring, plumbing, and other interior finishing. The designing of furniture and textiles is also contemplated.

Participation in the building program has shown itself to be valuable in many ways, the most obvious being the regular outdoor exercise that it provides. For all students it is a broadening experience. Most do manual labor for the first time. The majority, by doing the types of work that are the occupations and the means of livelihood of a large section of the country's population, increase to some degree their understanding of society, gain more respect for skilled workmanship, and adopt a less superficial and more sympathetic attitude toward necessary hard work and toward those who perform it. The work program also affords an opportunity for the development of resourcefulness, practical judgment, and the ability to cope with certain kinds of emergency. As they do in craft work, students may learn that materials have limitations and laws of their own and that working with them requires discipline and technique. Some students attain a fair degree of skill in one or more of the types of work involved; and for most students the first-hand acquaintance with modern architectural thought and materials is a valuable experience, particularly since housing is so vital a national concern. Finally, they can see how individuals' efforts combined into group activity can overcome difficult obstacles and change a plan into a reality.

The cooperative aspect of the program should be emphasized not only in regard to its educational benefits but also in regard to the material economy which it effects. By undertaking most of the labor itself, the community has helped solve a pressing financial problem and hopes to make it possible for the College to move to its own property in September, 1941. That this is so gives a seriousness and a reality to the work which no manufactured enterprise could give. One result is a strong morale, springing from a common purpose and from the satisfaction of concrete achievement.

The relation of the work program to the academic curriculum is contrapuntal rather than harmonic. There is, of course, a direct laboratory connection with Architecture, and in some degree with Art and Economics. But the main importance is in the opening of another area of activity and experience. A student's studies may be made less rarified; but the real point is that the student himself may be made less so.

Supervision of the work program is in expert hands. The organization and management of the volunteer work crews is handled by a